



A Guide to Using Belbin for Matching People to Jobs

*Provided by:
CERT Consultancy & Training
Little Gringley
Retford Notts
DN22 0DU
United Kingdom*

*Tel: 44 (0)177 860835
Email: barrie.watson@cert-uk.info
Website: www.cert-uk.info*

INTRODUCTION

This guide has been prepared to help improve selection outcomes by ensuring the candidate selected for a job is the best possible fit by being both *eligible* and *suitable*.

METHOD

1) Prior to commencing the job of finding the candidate who is the best fit it is important that the job is properly defined. It is suggested that the Belbin Work Role model and the WorkSet computer system is used for this purpose as it clearly distinguishes between different classifications of work. A factor that can have a profound impact on the type of person who is likely to be successful.

2) Having defined the job the *eligibility* requirements need to be defined. The information can then be used to draw up a shortlist of *eligible* candidates.

The *eligibility* factors include:

- Skills
- Experience
- Qualifications

3) Should it be considered important, any other personal requirements should be defined against which candidates can be assessed. This would include such as things as:

- Appearance
- Physical attributes
- Eyesight and hearing

When using the above criteria for selection purposes it is important to comply with the organisation's policy on equal opportunity, and legal requirements.

4) Having produced a shortlist of *eligible* candidates these should now be screened to identify the most *suitable* candidate - the person best matching the behavioural demands of the job.

This involves:

- a) The job specifier/s completing a Belbin Job Requirements assessment. (If this is done by more than one person the assessment should be completed by consensus)
- b) The job specifier/s, and anyone else who would be qualified to assess the behavioural requirements of the job, should each complete a Job Observation assessment. (A separate assessment form to be completed by each assessor)
- c) Each of the candidates on the shortlist completing a Belbin Self Perception Inventory.

d) A minimum of four Observer Assessments being obtained for each candidate. These should be completed by work colleagues who know the person well. In the case of external candidates the Observer Assessments may be completed by a mix of work colleagues of the candidate and the interviewers. In the latter case it is important to use carefully structured interviews designed to elicit the required information.

e) References being taken up to obtain validation of the behavioural characteristics for external candidates.

Additional Comments

- It is recommended that the aim should be to appoint someone who is adequately *eligible* and highly *suitable*. The temptation to select the most *eligible* of the *eligible* should be avoided as there is evidence to support the view that a *suitable* person who is adequately, but not over *eligible* will have some room to grow into the job - and be a longer stayer.

- This structured and well proven approach to matching the behavioural characteristics of the candidates to those required by the job will help avoid appointing a misfit and, thus, having to go through the selection process all over again.

- For key appointments consideration should be given to putting candidates through an assessment centre to elicit both *eligibility* and *suitability* factors.

Examples of the assessments and reports used to support this process are provided on the following pages.

The latest generation of assessments using self reporting and observer feedback for a multi-perspective and robust indication of a person's natural behavioural tendencies using the Belbin Team Role model

Self-Perception Inventory

The Belbin Self-Perception Inventory (SPI) is a behaviour-based questionnaire. Your responses, via the SPI, are analysed by the Belbin Team Role system **Interplace**. This produces feedback in both scripted and graphical form.

Please spend about 15 - 20 minutes completing the Belbin SPI. Please note that there are no right or wrong answers; try to respond on the basis of who you are, not who you would like to be. Work at your own pace, taking care not to over-analyse your responses.

The Belbin SPI consists of eight sections and each section contains 10 statements. Within each section, you have to allocate points to the statements based on how you feel they apply to you; the sum total of points for the section must be 10.

For example, if you think that one statement applies strongly and two others apply just a little, you might distribute the points as 6 for "strongly applies" and 2 each for the other two statements. Or if two statements apply equally strongly you might allocate 5 points to each. Alternatively you could give all 10 points to one statement, or allocate one point to each of the 10 statements. However, try to avoid over-liberal use of these extremes! Please allocate whole numbers only - no fractions or decimals.

I I believe I can make positive contributions to a team because:

- | | |
|-----|--|
| 1.0 | I think I can quickly see and take advantage of new opportunities. |
| 1.1 | I am seen as a natural team player. |
| 1.2 | I am happy to take on varied work as and when the team requires. |
| 1.3 | I can think laterally to solve problems. |
| 1.4 | I am good at identifying and using the potential in fellow team members. |
| 1.5 | I am keen to improve things by focusing on the details. |
| 1.6 | I am enthusiastic about applying my training and expertise. |
| 1.7 | I am ready to speak out in the interests of making the right things happen. |
| 1.8 | I ensure that my work is delivered on time. |
| 1.9 | I can offer reasoned and balanced judgements of different courses of action. |

II I sometimes encounter difficulties in teamwork because:

- | | |
|-----|--|
| 2.0 | I can be reluctant for others to change things around, once work is underway. |
| 2.1 | I like to influence others, which can cause resentment. |
| 2.2 | I can become frustrated if my knowledge of a particular subject is not recognised. |
| 2.3 | I tend to lose momentum rapidly once my initial enthusiasm has passed. |
| 2.4 | I am inclined to underestimate the importance of my own contributions. |
| 2.5 | I tend to be sceptical, which can dampen enthusiasm in the team. |
| 2.6 | I tend to lose my patience, which can create a tense atmosphere. |
| 2.7 | I am inclined to avoid discussions which may lead to conflict. |
| 2.8 | I can become distracted by my thoughts at the expense of the business in hand. |
| 2.9 | I am concerned to make sure things are done correctly, which can introduce delays. |

Self-Perception Inventory

III When involved in work with other people:

- | | |
|-----|--|
| 3.0 | I like to take responsibility for bringing the team to a consensus. |
| 3.1 | I verify all the details carefully to ensure that no damaging errors are made. |
| 3.2 | I will press for action and drive the team towards its objectives. |
| 3.3 | I come up with unexplored ideas for the team to develop. |
| 3.4 | I am able to offer support and understanding where it is most needed. |
| 3.5 | I look for chances to gain personal fulfilment from the work. |
| 3.6 | I am quick to take on and develop the ideas of others. |
| 3.7 | I am keen to learn as much as I can and apply what I have learned. |
| 3.8 | I ensure that I remain objective and unbiased. |
| 3.9 | I will use structure and organisation to achieve productivity. |

IV When approaching teamwork:

- | | |
|-----|--|
| 4.0 | I am the first to notice and help when people are having problems within the team. |
| 4.1 | I can use what I have learned to help the team. |
| 4.2 | I have no fear in challenging the views of others. |
| 4.3 | I examine ideas from every angle to ensure that they are viable. |
| 4.4 | I focus on finding the best method for working effectively. |
| 4.5 | I think of imaginative solutions which haven't occurred to others. |
| 4.6 | I bring a touch of perfectionism to any work I undertake. |
| 4.7 | I am keen to establish contacts that will be useful to the team. |
| 4.8 | I maintain my self belief, regardless of what others are doing. |
| 4.9 | I ensure the team progresses by facilitating the decision-making process. |

V My characteristic approach to teamwork is that:

- | | |
|-----|--|
| 5.0 | I think logically and tend not to get carried away. |
| 5.1 | I work to get things done as efficiently as possible. |
| 5.2 | I am discreet and sensitive when handling difficult situations. |
| 5.3 | I thrive on working under pressure. |
| 5.4 | I am most interested when encountering new people and possibilities. |
| 5.5 | I make projects more manageable by working to clarify priorities. |
| 5.6 | I strive to achieve the highest possible standards when producing work. |
| 5.7 | I relish the opportunity to take an unconventional approach to problems. |
| 5.8 | I can see what I need to do and can set work for myself. |
| 5.9 | I believe there should be room for having a good time at work. |

Self-Perception Inventory

VI When engaged in work with others:

- | | |
|-----|---|
| 6.0 | I feel that other team members value what I have to say. |
| 6.1 | I am good at finding my own areas of work, independent of other team members. |
| 6.2 | I can start with a blank page and make something out of nothing. |
| 6.3 | I am willing to get on with a wide range of people and tasks. |
| 6.4 | I can identify and promote talent within the team. |
| 6.5 | I am good at checking things thoroughly, to avoid mistakes or omissions. |
| 6.6 | I ensure that the team uses facts and logic as a basis for decision-making. |
| 6.7 | I am prompt at getting on with whatever needs to be done. |
| 6.8 | I will spur the team on and drive it forward. |
| 6.9 | I explore and make the most of possibilities outside the team. |

VII If I have problems in a team, it could be because:

- | | |
|-----|--|
| 7.0 | I can sometimes upset people when dealing with important issues. |
| 7.1 | I can be critical of others' ideas and solutions without suggesting alternatives. |
| 7.2 | I am so concerned to get things right that I can struggle to meet deadlines. |
| 7.3 | I can sometimes neglect to follow things up if a new project has caught my interest. |
| 7.4 | I am inclined to resist changes which upset the way things work. |
| 7.5 | I can get caught up in new ideas instead of considering what the team requires. |
| 7.6 | I tend to take a generalist view and can overlook important details. |
| 7.7 | I feel that others often fail to appreciate what I do for the team. |
| 7.8 | I find it frustrating when others are dismissive of my expertise. |
| 7.9 | I tend to avoid decision-making in case it causes arguments. |

VIII I work well in a team because:

- | | |
|-----|--|
| 8.0 | I place importance on attaining the highest levels of accuracy in my work. |
| 8.1 | I am at my best when working to a tight deadline. |
| 8.2 | I will always be true to myself, no matter what the situation. |
| 8.3 | I ensure that the team understands and agrees upon priorities. |
| 8.4 | I analyse the situation to ensure the team has considered all possible implications. |
| 8.5 | I smooth over problems using discretion and understanding. |
| 8.6 | I do what is required rather than the work I would prefer to do. |
| 8.7 | I can provide information relating to my experience and expertise. |
| 8.8 | I can think laterally and move beyond obvious conclusions. |
| 8.9 | I can take the best of other people's ideas and exploit them. |

Self-Perception Inventory

Answer Grid

Surname [PRINT]:	Gender [Please specify]: Male or Female <i>(Required for scripting purposes only)</i>
Forenames [PRINT]:	
Organisation:	
Department:	Date: / /

You should answer the questions after some serious thought but avoid spending too long on any given section. There are eight sections in total.

For each section distribute a total of exactly 10 points between the statements that you think most accurately describe your behaviour. There are no right or wrong answers. These points may be distributed between several sentences; in extreme cases they might be spread among all the sentences or 10 points may be given to a single sentence. However try and avoid either extreme.

Do not allocate more than three statements with a maximum 10, or your data cannot be analysed. Please allocate whole numbers only - no fractions or decimals. If you have no points to allocate to a statement, please leave the box blank.

Section I		Section II		Section III		Section IV		Section V		Section VI		Section VII		Section VIII	
	Points		Points		Points		Points		Points		Points		Points		Points
1.0		2.0		3.0		4.0		5.0		6.0		7.0		8.0	
1.1		2.1		3.1		4.1		5.1		6.1		7.1		8.1	
1.2		2.2		3.2		4.2		5.2		6.2		7.2		8.2	
1.3		2.3		3.3		4.3		5.3		6.3		7.3		8.3	
1.4		2.4		3.4		4.4		5.4		6.4		7.4		8.4	
1.5		2.5		3.5		4.5		5.5		6.5		7.5		8.5	
1.6		2.6		3.6		4.6		5.6		6.6		7.6		8.6	
1.7		2.7		3.7		4.7		5.7		6.7		7.7		8.7	
1.8		2.8		3.8		4.8		5.8		6.8		7.8		8.8	
1.9		2.9		3.9		4.9		5.9		6.9		7.9		8.9	
TOTAL	10	10	10	10	10	10	10	10	10	10	10	10	10	80	

Observer Assessment

Name of Observer: (Your name)	Name of Observed:
Organization:	Organization:
Department:	Department:

List A

Give a single (1) or double (2) mark to the words from List A that you think are descriptive of the person being observed. A mark of 1 represents that you observe an individual as possessing this quality more than the average person. A mark of 2 (double mark) can be given when you feel that the observed displays this quality in abundance.

Do not give more than 33 marks, less than 6 marks or more than 7 double marks.

List B

Now mark any of the words in List B if you believe them to be *at least partly applicable*. The instructions are otherwise the same as for List A.

Do not give over 19 marks or more marks on List B than A.

1	accurate		28	meticulous		1	absent-minded	
2	analytical		29	motivated by learning		2	confrontational	
3	broad in outlook		30	original		3	eccentric	
4	caring		31	outgoing		4	engrossed in own area	
5	challenging		32	outspoken		5	fearful of conflict	
6	competitive		33	perceptive		6	frightened of failure	
7	confident and relaxed		34	perfectionist		7	fussy	
8	conscious of priorities		35	persevering		8	impatient	
9	consultative		36	persuasive		9	impulsive	
10	corrects errors		37	practical		10	inconsistent	
11	creative		38	realistic		11	indecisive	
12	dedicated to subject		39	reliable		12	inflexible	
13	diplomatic		40	seizes opportunities		13	manipulative	
14	disciplined		41	self-reliant		14	oblivious	
15	efficient		42	shrewd		15	over-delegating	
16	encouraging of others		43	studious		16	over-sensitive	
17	enterprising		44	tough		17	over-talkative	
18	free-thinking		45	willing to adapt		18	procrastinating	
19	hard-driving					19	pushy	
20	helpful					20	reluctant to allocate work	
21	imaginative					21	resistant to change	
22	impartial					22	restricted in outlook	
23	inquisitive					23	sceptical	
24	inventive					24	territorial	
25	keen to impart expertise					25	unadventurous	
26	logical					26	unenthusiastic	
27	methodical					27	uninvolved with specifics	

Job Requirements

Job Title:

Your name (job specifier):

Date: / /

Organisation:

Department:

Completing the Job Requirements (JR) Inventory will enable a report to be generated showing a job in Team Role terms.

To complete the JR, you need to grade 16 statements from A-E, depending on how relevant you think they are to the job you are assessing. First, please read through the descriptions of the different grades:

Rating	Grade	Description
Vital	A	...essential for excellent job performance.
Important	B	...needed for a satisfactory job performance.
Useful	C	...welcome in a general sense, but not of great relevance to this specific job.
Irrelevant	D	...neutral in terms of job performance: it confers no advantage or disadvantage.
Unhelpful	E	...detrimental for a person in this job.

Section I – The jobholder should:		Grade
1.	Develop the field of work without needing to draw on the advice or direction of others.	
2.	Work relentlessly in pursuit of a particular objective or set of objectives.	
3.	Produce work of consistently high standards, without errors or omissions.	
4.	Predict outcomes and devise appropriate practical plans.	

Job Requirements

Section II – The job involves:		Grade
5.	Taking a lead and being willing to take potentially unpopular decisions when required.	
6.	Working with people from different jobs to promote consensus, decision-making and involvement.	
7.	Dealing sensitively with others and handling difficult interpersonal issues.	
8.	Networking and initiating external relationships which may be useful to the group or organisation.	

Section III – The job is such that:		Grade
9.	It imposes considerable pressure which must be withstood.	
10.	A significant amount of prescribed or predictable routine work must be performed effectively.	
11.	Ambiguities, incomplete or rapidly-changing circumstances are commonplace.	
12.	Lots of time is spent on shared work involving joint responsibility with others.	

Section IV – Success in the job depends on:		Grade
13.	Breaking new ground using an imaginative and creative approach.	
14.	The ability and willingness to interpret complex material and to understand difficult concepts.	
15.	Having and cultivating in-depth knowledge and understanding of a particular subject.	
16.	Keeping a broad view of everything that is going on, including events outside the immediate job which will affect the achievement of goals and objectives.	

Now, please indicate the 3 most important factors from the above, with the first being the most important:

1 st	2 nd	3 rd

Job Observation

Job Title:	
Your name (job assessor):	Date: / /
Organisation:	Department:

List A

Review the words in List A. For each word, if you feel that the job you are observing requires this quality, give this a tick/check. **You must allocate between 3 and 10 ticks in List A.**

List B

Now review the words in List B. For each, if you believe that the attribute would be unhelpful in the job, give it a tick/check. **You may allocate up to a maximum of 3 ticks/checks in List B.**

1	accurate		28	meticulous		1	absent-minded							
2	analytical		29	motivated by learning		2	confrontational							
3	broad in outlook		30	original		3	eccentric							
4	caring		31	outgoing		4	engrossed in own area							
5	challenging		32	outspoken		5	fearful of conflict							
6	competitive		33	perceptive		6	frightened of failure							
7	confident and relaxed		34	perfectionist		7	fussy							
8	conscious of priorities		35	persevering		8	impatient							
9	consultative		36	persuasive		9	impulsive							
10	corrects errors		37	practical		10	inconsistent							
11	creative		38	realistic		11	indecisive							
12	dedicated to subject		39	reliable		12	inflexible							
13	diplomatic		40	seizes opportunities		13	manipulative							
14	disciplined		41	self-reliant		14	oblivious							
15	efficient		42	shrewd		15	over-delegating							
16	encouraging of others		43	studious		16	over-sensitive							
17	enterprising		44	tough		17	over-talkative							
18	free-thinking		45	willing to adapt		18	procrastinating							
19	hard-driving		Now, please indicate the 3 most important factors from List A, with the first being the most important: <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1st</td> <td style="width: 33%; text-align: center;">2nd</td> <td style="width: 33%; text-align: center;">3rd</td> </tr> <tr><td style="height: 40px;"></td><td></td><td></td></tr> </table>			1st	2nd	3rd				19	pushy	
1st	2nd	3rd												
20	helpful		20	reluctant to allocate work										
21	imaginative		21	resistant to change										
22	impartial		22	restricted in outlook										
23	inquisitive		23	sceptical										
24	inventive		24	territorial										
25	keen to impart expertise		25	unadventurous										
26	logical		26	unenthusiastic										
27	methodical		27	uninvolved with specifics										

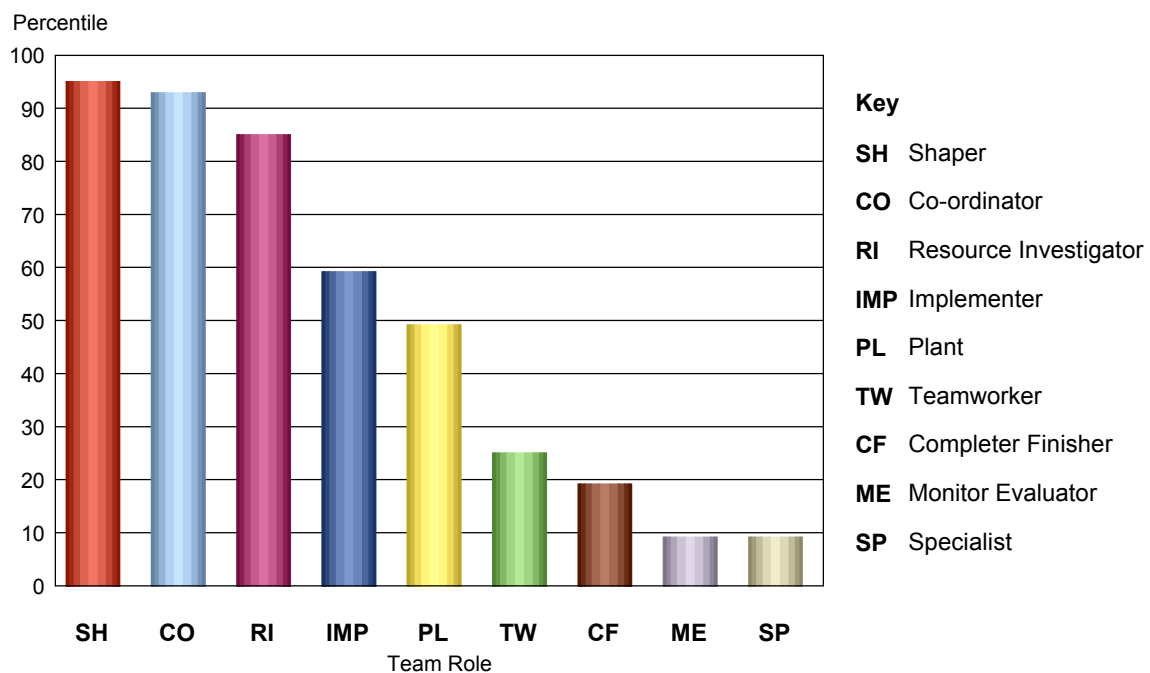
Examples of **candidate** reports available
based on self perception only

Jo Pink

Team Role Overview

The bar graph in this report shows your Team Roles in order from highest to lowest, using all available information. The other pages of your report will analyse your Team Role Overview in more detail.

This report is based upon your Self-Perception only.



The graph above shows your Team Roles in order of preference. Some people have an even spread of Team Roles whilst others may have one or two very high and very low Team Roles. An individual does not necessarily show all nine Team Role behaviours.

This graph is based solely on your views. In addition to analysing your own views, you can ask others to complete Observer Assessments to provide feedback about the Team Role behaviours they observe in you. This is useful because Team Role contributions are about the way others see us and work with us, as well as the way we perceive ourselves.

Jo Pink

Your Team Role Preferences

This report shows your percentile scores for each Team Role, according to your Self-Perception responses. Team Roles are divided by percentile score into Preferred, Manageable and Least Preferred Roles.

This report is based upon your Self-Perception only.

Least Preferred Roles			Manageable Roles				Preferred Roles				Team Roles
0	10	20	30	40	50	60	70	80	90	100	
.	.	.	.	.	X	.	.	.	.	.	 Plant
.	.	.	.	.	.	.	.	.	X	.	 Resource Investigator
.	.	.	.	.	.	.	.	.	.	X	 Co-ordinator
.	.	.	.	.	.	.	.	.	.	X	 Shaper
.	X	.	.	.	.	.	.	.	.	.	 Monitor Evaluator
.	.	.	X	.	.	.	.	.	.	.	 Teamworker
.	.	.	.	.	.	X	.	.	.	.	 Implementer
.	.	X	.	.	.	.	.	.	.	.	 Completer Finisher
.	X	.	.	.	.	.	.	.	.	.	 Specialist

Points dropped: 1 out of 80

Jo Pink

Team Role Feedback

This report offers guidance and advice on the best way to manage your behaviour at work and make the most of your Team Role contributions. The applicability of the advice may vary depending on the stage of your career and your current working situation.

This report is based upon your Self-Perception only.

You appear to have a firm grasp of objectives: an ability to drive both yourself and others, and a readiness to maximise the resources of a team. What could make life complicated, however, is that there are two competing working styles influencing your behavioural approach, which can introduce an element of unpredictability. One is the calm, unflappable style – tolerant and consultative, never losing sight of priorities and with a talent for establishing a consensus. The other is the hard-driving decision-maker who challenges and pushes others to achieve success. Each style can be very useful in the right circumstances. However, since they are associated with different temperaments, they are difficult to combine convincingly. If, however, you can alternate between relaxed and demanding moods, between delegating readily and, at other times, regaining the reins and taking the lead, your style could become very effective. The challenge lies in judging which approach is required at any given time.

In terms of working relationships, you will work best for a manager who is creative but requires organisation or for someone who is happy to allow you to exercise considerable influence. However, there will inevitably be times when the exercise of your authority will be inappropriate. This is where you will have to learn to contain yourself, especially if that situation prevails over a lengthy period.

When managing others, it is important to be aware that some will not respond well to an overly-dominant approach. Ensure that you allow others a sense of autonomy and responsibility for their own work.

Your natural operating style is one of leading from the front. However, the prime challenge for you is to exercise that propensity with discretion and without cramping the style and ambition of others.

You appear to have the makings of someone who is prepared to help the team develop its understanding of the world outside the organisation. Find occasions to go out and network and then present your findings to the team with enthusiasm. When you encounter promising original ideas within the team, volunteer yourself to find out more about how to exploit the opportunities these ideas present.

On a final note, you need to take account of the role for which you are least suited. In your case, your generalist rather than specialist tendencies may be problematic at times. If you can work in harmony with someone who is self-starting and able to offer or gain in-depth knowledge in a particular subject, your own performance is likely to improve.

Jo Pink

Maximizing your Potential

This report highlights your Team Role strengths and possible weaknesses, based on your views and those of your Observers, if applicable. The section, 'Understanding your Contribution', provides analysis of your responses to your Self-Perception to enable you to work more effectively.

This report is based upon your Self-Perception only.

Strengths

You:

- prefer to lead rather than to support.
- are likely to be a high-profile, dominant person, capable of making your voice heard.
- are dynamic and entrepreneurial: a developer of new ventures.
- are a forthright and a determined individual, with the energy and drive to overcome obstacles.

Possible Weaknesses

You may:

- risk alienating others as a result of your drive to get things done.
- take a generalist approach and tend not get involved with specifics.
- depend on continuous stimulation and be inclined to lose interest quickly.
- have difficulties thinking through the potential implications of a given action or set of circumstances.

Understanding your Contribution

Looking at the results solely from your self-perception, you have highlighted two possible contributions you can make. Below is some advice on how to play to your strengths further in these areas:



To play your Shaper role to better effect, cultivate your image as someone who is ready to speak out on important subjects and can handle controversial issues. If you can do this in a positive manner, you could become a valuable spokesperson for the team.



To play your Co-ordinator role to better effect, take the lead role in bringing others to agreement on important decisions. Aim for a balance between airing different views and moving to a conclusion.

Jo Pink

Feedback and Development Suggestions

This report is ideal for handing to and discussing with your line manager. It will provide an insight into your preferred way of working and the environment in which you thrive. Alternatively, this report is also a useful aid for any manager or recruitment specialist who wants to find out more about the individual in terms of their preferred working style and environment.

This report is based upon your Self-Perception only.

Key points

Ask Jo Pink about what drives her and identify how this may differ from what motivates others. Note that some enjoy learning about and understanding a subject for its own sake (rather than for the completion of a task or project), with a view to finding out whether Jo would be capable of taking such individuals along in her own momentum.

Work Environment

Jo will be most comfortable in adopting a leading position where personal responsibility can be exercised. She could do well in leading a team but should be steered away from a job where there are ambiguities of seniority or leadership.

Jo Pink

Suggested Work Styles

This report looks at the combination of your top Team Roles and suggests working styles that may be suitable. Phrases are provided which summarise the relevant working styles.

This report is based upon your Self-Perception only.

Team Roles

Work Style

1

2

3

4



Controlling

“ I like taking overall responsibility for ensuring collective goals are met. ”



Exploiting Opportunities

“ I like to be given responsibility for grasping opportunities and driving things forward. ”



Assigning Tasks

“ I am ready to lead from the front when it comes to hard work. ”



Facilitating

“ Networking and enabling people to interact more effectively are what I do best. ”

Examples of additional reports available
based on self and **observer assessments**

Jo Pink

Analysis of your Team Role Composition

This report provides an overview of Team Roles as seen by yourself and others, in order from most prominent (column 1) to least (column 9). Your overall Team Role composition is not simply an average of each individual line, but a weighted integration of your perceptions and your Observers' views, which takes many factors into account.

This report is based on your Self-Perception plus 6 Observer Assessments.

	1	2	3	4	5	6	7	8	9
Jo Pink's Self-Perception	SH	CO	RI	IMP	PL	TW	CF	ME	SP
Observers:									
Debs Orange	CO	SH	RI	PL	IMP	TW	CF	ME	SP
Peter Green	CO	RI	SH	TW	IMP	PL	CF	ME	SP
Victoria Yellow	CO	TW	SH	RI	PL	IMP	ME	CF	SP
Stuart Brown	CO	RI	SH	PL	TW	CF	ME	SP	IMP
Jill Purple	CO	ME	RI	CF	SH	IMP	TW	SP	PL
David Blue	PL	CO	SH	RI	TW	CF	IMP	ME	SP
Observers' Overall Views	CO	SH	RI	TW	PL	IMP	ME	CF	SP

Your Overall Team Role Composition	CO	SH	RI	PL	TW	IMP	CF	ME	SP
									

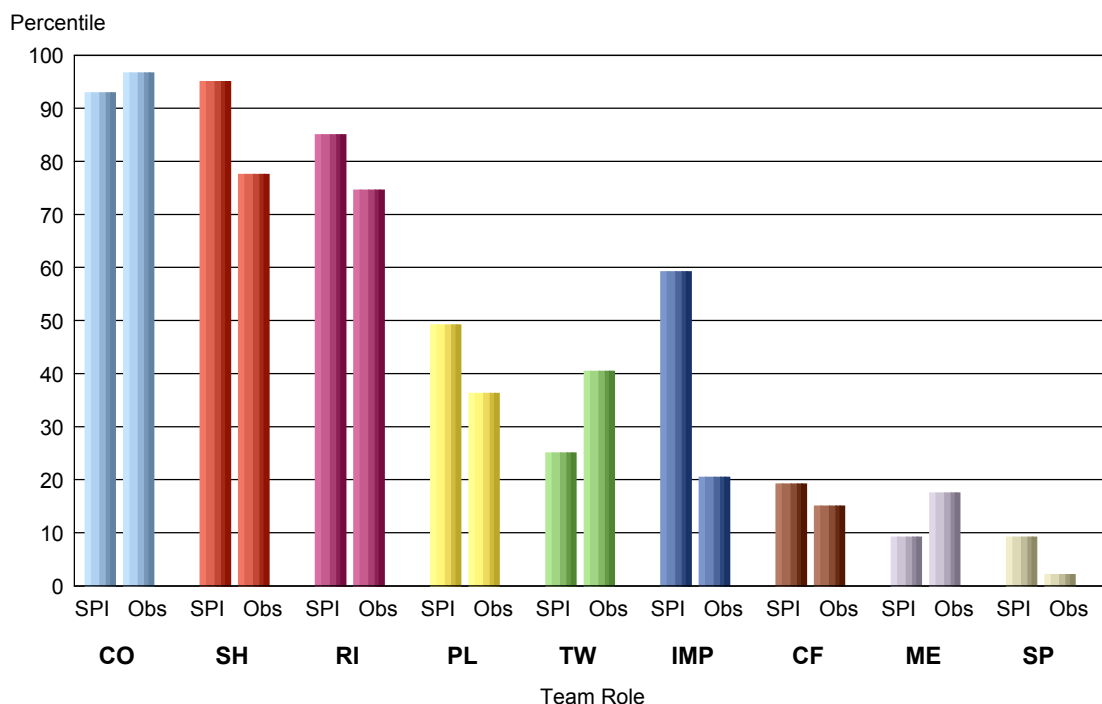
There is an excellent match between your own views and those of your observers. This is likely to mean that you have declared your Team Role preferences clearly and that others understand your preferences.

Jo Pink

Comparing Self and Observer Perceptions

The bar graph in this report shows how you perceive your Team Role contributions, in comparison to your Observers' views. The table below the graph shows the percentile scores for Self-Perception and Observers.

This report is based on your Self-Perception plus 6 Observer Assessments.



Key

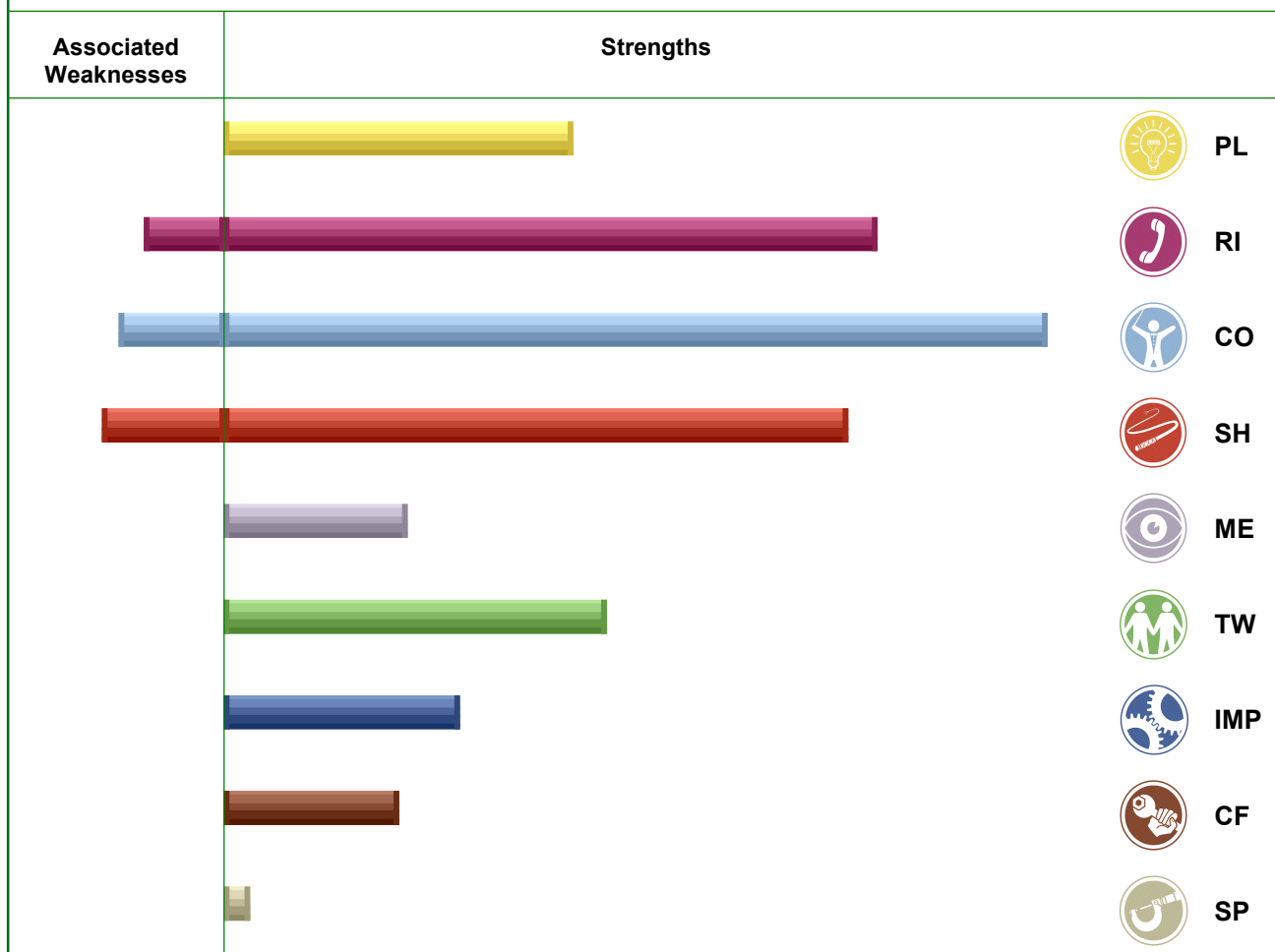
		Self-Perception (SPI) (Percentile)	Observations (Obs) (Percentile)
CO	Co-ordinator	93	97
SH	Shaper	95	78
RI	Resource Investigator	85	74
PL	Plant	49	36
TW	Teamworker	25	40
IMP	Implementer	59	20
CF	Completer Finisher	19	15
ME	Monitor Evaluator	9	17
SP	Specialist	9	2

Jo Pink

Observed Team Role Strengths and Weaknesses

The bar graph in this report shows your Observers' responses broken down into the strengths and associated weaknesses for each Team Role. An associated weakness is termed allowable if it operates alongside the observed strengths of the Team Role.

This report is based on 6 Observer Assessments.



Jo Pink

List of Observer Responses

When observers complete an Observer Assessment, they can tick or double-tick adjectives which they think apply to you. This report shows the ticks received for each word, in descending order. Words which denote your associated weaknesses are shown in *italics*.

This report is based on 6 Observer Assessments.

encouraging of others	11	persevering	1
outspoken	9	self-reliant	1
consultative	9	logical	1
broad in outlook	7	efficient	1
conscious of priorities	7	methodical	1
confident and relaxed	7	<i>over-delegating</i>	1
caring	7	accurate	1
outgoing	6	perfectionist	0
challenging	5	motivated by learning	0
helpful	5	shrewd	0
practical	5	impartial	0
persuasive	5	<i>territorial</i>	0
competitive	5	studious	0
seizes opportunities	4	<i>sceptical</i>	0
inquisitive	4	<i>restricted in outlook</i>	0
original	3	<i>over-talkative</i>	0
creative	3	<i>over-sensitive</i>	0
hard-driving	3	<i>inflexible</i>	0
<i>manipulative</i>	3	<i>frightened of failure</i>	0
perceptive	3	<i>eccentric</i>	0
free-thinking	3	<i>absent-minded</i>	0
diplomatic	2	meticulous	0
realistic	2	disciplined	0
analytical	2	<i>resistant to change</i>	0
<i>impulsive</i>	2	<i>reluctant to allocate work</i>	0
reliable	2	<i>oblivious</i>	0
<i>pushy</i>	2	<i>fussy</i>	0
corrects errors	2	<i>fearful of conflict</i>	0
<i>uninvolved with specifics</i>	2	willing to adapt	0
<i>impatient</i>	2	dedicated to subject	0
inventive	1	<i>unenthusiastic</i>	0
imaginative	1	<i>unadventurous</i>	0
tough	1	<i>procrastinating</i>	0
enterprising	1	<i>engrossed in own area</i>	0
<i>inconsistent</i>	1	keen to impart expertise	0
<i>confrontational</i>	1	<i>indecisive</i>	0

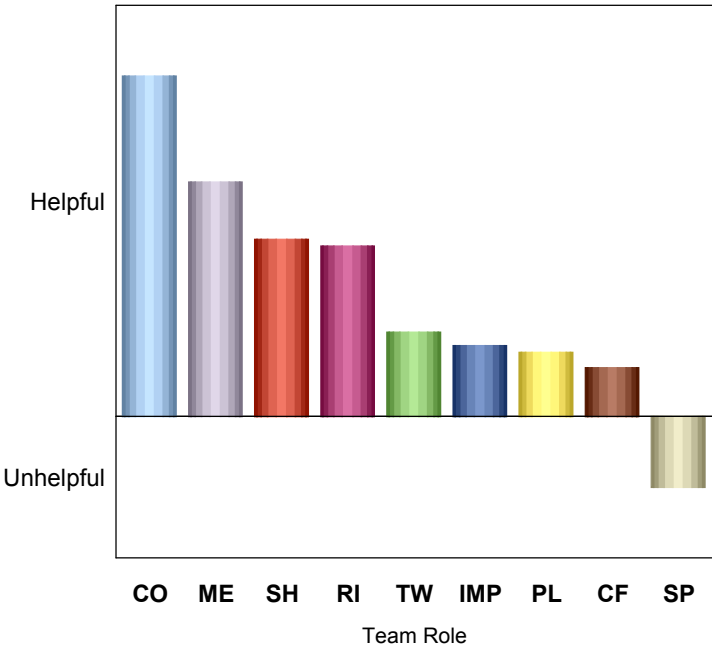
Examples of job and job matching reports to support
selection, development and career planning

Head of Training

Job Specification

This report should be given to the person responsible for recruitment or development of the job in question. It highlights the specific requirements of the job in terms of Team Role contributions.

This report is based on A Person's Job Requirements Inventory and 4 Job Observations.



The job as it is specified requires someone who has the capacity for drawing the best out of others, encouraging them to contribute and to identify personally with group objectives. Such a person should be able to conduct meetings in a mature fashion and in a way that allows participants to feel satisfied when proceedings have been concluded.

The work entails a fair degree of planning and thinking combined with level-headed judgement.

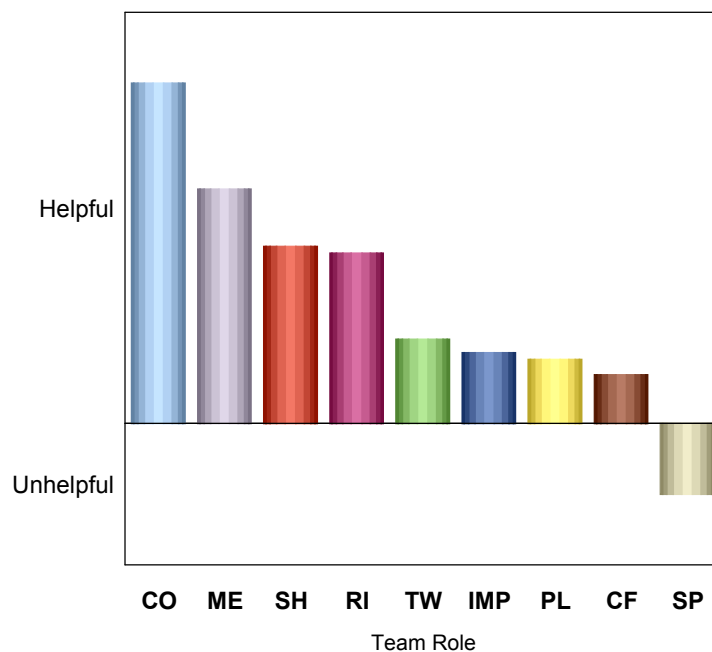
On this specification general managerial ability is more important than the possession of any particular knowledge or experience.

Head of Training

Job Expectations

This report should be given to the applicant or jobholder. It highlights the behaviours required to perform well in the job.

This report is based on A Person's Job Requirements Inventory and 4 Job Observations.



This job demands someone who has an equal interest in co-ordinating people and problem solving. A balance between the skills needed in these two fields is difficult to achieve. Yet success will depend mainly on getting this balance right. In this job, not only will you have to think things through, but you will also need to communicate effectively the reasons underlying your views.

The person most likely to succeed in this job is one who can motivate and control others without resorting to power trips. An interest in and appreciation of other people's work will play a key part if a real success is to be made of this job.

Head of Training

List of Observer Words for Jobs

This report shows the behavioural qualities which Observers consider will have an impact upon the job. Behaviours shown in **bold** have been identified as one of the top three qualities important for the job. The number of asterisks indicates the number of Observers who identified the word in this way. Behaviours considered to be unhelpful to the job are shown in *italics*.

This report is based on 4 Observer Assessments.

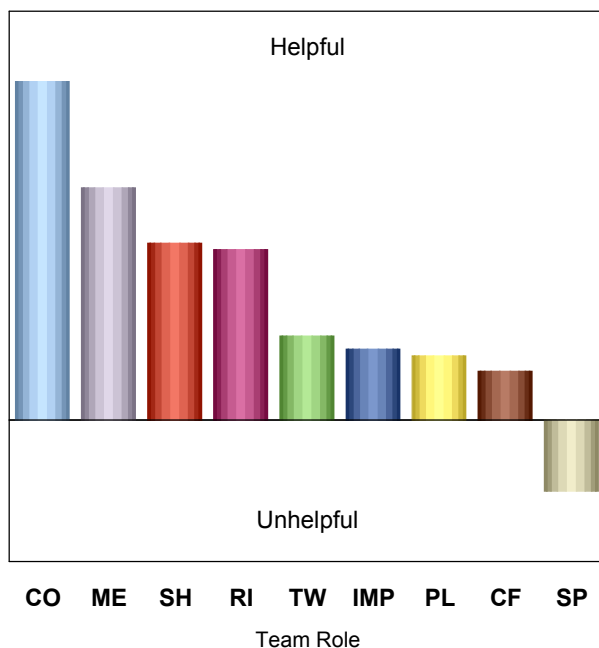
broad in outlook	***3	<i>indecisive</i>	0
conscious of priorities	*3	<i>inconsistent</i>	0
practical	**2	<i>absent-minded</i>	0
persuasive	**2	consultative	0
challenging	*2	confident and relaxed	0
encouraging of others	*2	competitive	0
seizes opportunities	2	willing to adapt	0
<i>territorial</i>	2	tough	0
<i>restricted in outlook</i>	2	studious	0
<i>resistant to change</i>	2	shrewd	0
impartial	*1	self-reliant	0
realistic	*1	caring	0
creative	1	reliable	0
perceptive	1	persevering	0
efficient	1	perfectionist	0
<i>over-delegating</i>	1	outspoken	0
<i>unadventurous</i>	1	outgoing	0
<i>impulsive</i>	0	original	0
<i>impatient</i>	0	motivated by learning	0
<i>fussy</i>	0	meticulous	0
<i>frightened of failure</i>	0	methodical	0
<i>fearful of conflict</i>	0	logical	0
<i>engrossed in own area</i>	0	keen to impart expertise	0
<i>eccentric</i>	0	inventive	0
<i>uninvolved with specifics</i>	0	inquisitive	0
<i>unenthusiastic</i>	0	imaginative	0
<i>sceptical</i>	0	helpful	0
<i>reluctant to allocate work</i>	0	analytical	0
<i>confrontational</i>	0	hard-driving	0
<i>pushy</i>	0	free-thinking	0
<i>procrastinating</i>	0	enterprising	0
<i>over-talkative</i>	0	disciplined	0
<i>over-sensitive</i>	0	diplomatic	0
<i>oblivious</i>	0	dedicated to subject	0
<i>manipulative</i>	0	corrects errors	0
<i>inflexible</i>	0	accurate	0

Peter Green and Head of Training

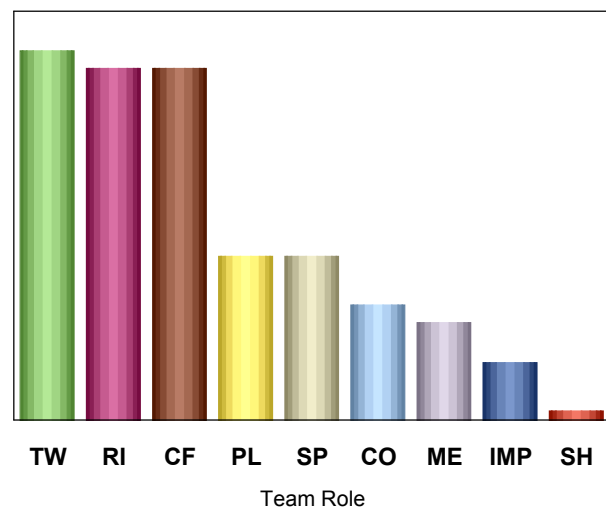
Suitability for the Job

This report compares the Team Roles required for the job with a candidate's Team Role composition. It comments on overall suitability for the position, looking at both required behaviours and those which are seen to detract from the job.

Head of Training



Peter Green



Peter has a fair amount of aptitude for liaison work and a readiness to work with others to achieve group objectives.

He may lack the dispassionate analytical qualities needed for this type of work, but this reservation is less important if you have independent test material that shows he has a good critical thinking ability.

He is unlikely to have the tough-mindedness needed in certain aspects of this job.

Comparing Peter's Observer Assessments with Job Observations:

Peter is seen as having certain behavioural qualities that are useful to this job. These are being seizes opportunities, and encouraging of others. However, he is not observed as being broad in outlook, conscious of priorities, challenging, or persuasive, which would have been helpful.